DOCUMENT RESUME

ED 469 459 EC 309 227

AUTHOR	Raabe, Becky; Hilts-Scott, Shirley; Santa Maria, Karen; Swearingen, Tina
TITLE	Beyond High School: Exploring Vocational Education and Other Training Opportunities [and] Exploring College and University Options for Students with Disabilities [and] Exploring Military Options for Students with Disabilities.
INSTITUTION	Arizona State Dept. of Education, Phoenix. Exceptional Student Services.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	2001-07-00
NOTE	14p.; Produced by the Parent Information Network. "Beyond High School: Exploring Colleges and University Options for Students with Disabilities" was originally developed by Alice Dance and Shirley Hilts-Scott in January 1996.
CONTRACT	ED00-0006-001;F8-0017-003;F8-0017-001;ED00-0013
AVAILABLE FROM	Arizona State Department of Education, Exceptional School Services, 1535 W. Jefferson, Phoenix, AZ 85007. Tel: 602-364-4015; Tel: 800-352-4558 (Toll Free); Web site: http://www.ade.state.az.us/ programs/assistance/ess/pinspals.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Accommodations (Disabilities); Career Education; *Disabilities; Individualized Transition Plans; *Military Training; Postsecondary Education; Resources; Secondary Education; *Transitional Programs; *Vocational Education
IDENTIFIERS	Arizona

ABSTRACT

Three brochures provide basic information and resources on post-high school options for students with disabilities. The first brochure (Becky Raabe) developed in March 2000, explores college and university options. After listing prominent individuals whose disabilities did not stop them from continuing their education, information is provided on accommodations for students with various disabilities as required by federal legislation. Information on adapted college entrance exams is also offered. A resource lists includes 6 references, 8 organizations, and contact information for 16 Arizona colleges and universities. The second brochure (Shirley Hilts-Scott and Karen Santa Maria) revised in August 2000, is on vocational education and other training opportunities. Noting the need to begin planning in high school with Individualized Transition Plans, suggestions are offered for vocational education, employment, vocational rehabilitation services, community participation, and development of independent living skills. A resource list identifies 14 Arizona agencies and organizations and 4 national organizations. The third brochure (Tina Swearingen) developed in July 2001, explores military options. It also begins by listing military leaders with attention deficit disorder or learning disabilities. It then explains the difference between enlisted and commissioned military careers and describes various university military programs. It notes opportunities in the military's civilian work force and dispels common myths. Contact information for the military branches and Arizona university military programs is attached. (DB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 459

Beyond High School: Exploring Vocational Education and Other Training Opportunities [and] Exploring College and University Options for Students with Disabilities [and] Exploring Military Options for Students with Disabilities

Becky Raabe
Shirley Hilts-Scott
Karen Santa Maria
Tina Swearingen

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[] This document has been reproduced as received from the person or organization originating it.

[] Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

EC 309 227

Parent Information Network

Beyond High School

Exploring Vocational Education
and
Other Training Opportunities

Arizona Department of Education
Exceptional Student Services
Parent Information Network

June 2000

Beyond High School:
Exploring Vocational Education and Other Training Opportunities

Students and their families look forward to graduation from high school and the possibilities the future holds. The shift to adulthood doesn't magically happen following the commencement ceremony. Careful planning takes place prior to graduation to ensure a successful transition. Individualized Education Program (IEP) meetings starting at the age of 14 years address the vocational interests of the special education student.

Individualized Education Program

A coordinated team of educators, service providers and agencies assist the student and his/her family to explore training opportunities. The student's needs are assessed and team members assume a variety of roles to help the student reach his/her goals. Post-secondary education, vocational training, employment options, adult social services, independent living skills, financial planning, and community participation are all transition topics to consider.

Vocational Education

The IEP will address individual strengths and needs. Academic classes,

work place skills aligned with the Arizona Standards, vocational programs, and job training experiences tailored to his/her needs will help the student prepare for the transition to adulthood. Vocational education - education for employment - is critical for the student who wants to enter the work force following high school. Career exploration, decision making, learning appropriate ways of interacting in social and work situations, finding and maintaining employment, and learning self-advocacy skills should be a part of the program. Services may start during high school and continue after graduation. That's why it is crucial for the IEP team to involve agency representatives who can offer support services beyond high school.

Employment

Vocational options can range from competitive jobs to supported employment environments. As needed, services offered by Vocational Rehabilitation may include; evaluation, help finding employment, job skills training, disability specific modifications, assistive aids and services, and access to additional resources. Individuals with disabilities may also be eligible for services from The Division of Developmental Disabilities or financial assistance from the Social Security Administration.

Community Participation

High school activities and community programs will prepare the special education student for inclusion in adult social pastimes. Students should be included in extracurricular sports and clubs. They may also be interested in participating in city recreation programs to foster interest in other activities and form new friendships. Young adults with a variety of hobbies and special interests, including independent and group involvement in sports, clubs and civic activities, tend to be more satisfied with their transition after high school.

Independent Living Skills

Include independent living skills in the transition planning process. The student must be trained to the best of his/her ability to manage their personal care, income and finances, transportation needs, medical care and living arrangements. Some students will be capable of living independently. Other students may need assistance. In any case, the student who has a disability should have options and assistance to reach his/her full potential. IEP team participants can use their knowledge and resources to make transition from high school to adulthood as meaningful and successful as possible for the special education student.

RESOURCES

Arc of Arizona, The
5610 S. Central Ave.
Phoenix, AZ 85040
(602) 243-1787 or 800-252-9054
* guardianship services
* OASIS (Organized Advocates for Special Individuals in Society)

AZ Bridge to Independent Living/ABIL
1229 E. Washington St.
Phoenix, AZ 85034-1101
(520) 256-2245 or 800-280-2245
http://www.abil.org
* independent living services

Arizona Center for Disability Law
3839 N. Third Street, Suite 209
Phoenix, AZ 85012
(602) 274-6287 or 800-927-2260 or
3131 N. Country Club, Suite 100
Tucson, AZ 85716
(520) 327-9547 or 800-922-1447
http://www.nau.edu/~ihd/acdl.html
* printed resources, advocacy services

Arizona Department of Education
Exceptional Student Services
Parent Information Network
1535 W. Jefferson
Phoenix, AZ 85007
(602) 364-4015 or 800-352-4558
http://www.ade.state.az.us/programs/assistance/ess/pinspals
* print/video resources, workshops

Arizona Training & Evaluation Center
7400 N. Olive Ave, Suite 24
Peoria, AZ 85345
(602) 412-2888 or
4018 S. White Mountain Rd.
Show Low, AZ 85901
(520) 537-9744
* assessment and training services

Division of Developmental Disabilities
1789 W. Jefferson
Phoenix, AZ 85007
(602) 542-0419
* state-wide case management and direct services

Goodwill Industries
2225 N. Steves Blvd.
Flagstaff, AZ 86004
(520) 526-9188 or
1940 E. Silverflake Rd., Suite 405
Tucson, AZ 85713
(520) 623-5174
* employment training services

Governor's Council on Developmental Disabilities
1717 W. Jefferson, Room 112, SC074Z
Phoenix, AZ 85007
(602) 542-4049
http://www.nau.edu/~ihd/gcdd/
* information and referral, advocacy

Guardianships of Southern AZ, Inc.
P.O. Box 13253
Tucson, AZ 85732
(520) 620-6170
* guardianship services

HEATH Resource Center
One Dupont Circle, NW, Suite 800
Washington, DC 20036-1193
(202) 939-9320 or 800-544-3284
http://www.accnet.edu/programs
* printed resources

Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512
* printed resources

InterAct Arizona
ASU West
P.O. Box 37100
Phoenix, AZ 85069-7100
(602) 543-3258 or 877-225-1256
http://www.west.asu.edu/transitionaz
* state-wide transition resources

Maricopa Skills Center
1245 E. Buckeye Road
Phoenix, AZ 85034
(6020) 238-4300
http://gwinfo.gwc.maricopa.edu/msc/
* vocational training services

NICHCY (National Information Center for Children & Youth with Disabilities)
P.O. Box 1492
Washington, DC 20013
800-695-0285
http://www.nichcy.org
* printed resources

Navajo Office of Special Education and Vocational Rehabilitation
P.O. Box 1420
Window Rock, AZ 86515
(520) 871-6338
* information and vocational services

New Horizons Independent Living Center
2501 N. 4th Street, #11
Flagstaff, AZ 86004
(520) 214-7102 or 800-406-2377
* regional information and training centers

Rehabilitation Services Administration
Vocational Rehabilitation
(602) 542-3332 or 800-563-1221
* state-wide vocational services

Raising Special Kids
4750 N. Black Canyon Hwy, #101
Phoenix, AZ 85017
(602) 242-4366 or 800-237-3007
* books, videos, workshops

Trade schools listed in your local directory may also be of interest to students.

This brochure was developed by Becky Raabe in March 2000 with funding from the AZ Department of Education, Contract No. ED00-0006-001 under a grant from the U.S. Department of Education. Inclusion in this document does not constitute endorsement by either Department. The document is in the public domain and may be reproduced and disseminated. SE 09

BEST COPY AVAILABLE

Parent Information Network

Beyond High School

Exploring College and University Options for Students with Disabilities

Parent Information Network
Arizona Department of Education
Exceptional Student Services
August 2000

Beyond High School:
Exploring College and University Options for Students with Disabilities

Many parents of students with disabilities seek confirmation that their children can do college work. Given a nurturing, supportive environment, abilities can be tapped and students can experience a meaningful education after high school.

A common characteristic of the following individuals is that they all had a disability which limited them in some way but did not stop them from continuing their education or their pursuit of a dream:

- Olympic track star, Wilma Rudolph (polio survivor);
- TV writer, producer and actor, Stephen Cannell (dyslexic);
- Major league pitcher, Jim Abbott (one-handed);
- Comedienne, Kathy Buckley (hearing impaired);
- Electrical engineer and developer of alternating current, Charles Steinmetz (dwarf);
- Vice-President of the United States, Nelson Rockefeller (dyslexic);
- Professional football player, Neil Smith (learning disabled);
- Professional baseball player, Jim Eisenreich (Tourette's Syndrome); and
- Academy Award winner, Marlee Matlin (hearing impaired).

Accommodations for students with disabilities who attend college

According to the Rehabilitation Act of 1973, and the Americans with Disabilities Act, 1990, univer-

sities and colleges which accept federal funds must provide reasonable accommodations for individuals with disabilities. The key factor in determining whether a person is considered as having a disability is whether the physical or mental impairment results in a substantial limitation of one or more major life activities: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Section 504 of the Rehabilitation Act defines a qualified individual with disabilities, for post-secondary programs, as "...a person with a disability who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity." With accommodations, many individuals with disabilities are able to meet the challenges of higher education.

The information on the back of this brochure lists some of the accommodations which have been made for college students with disabilities at colleges and universities in Arizona. An institution may require documentation of a student's disability before providing requested academic adjustments or auxiliary aids. The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations.

Adapted college entrance exams

Students with disabilities may request accommodations in testing format or equipment to compensate for their disability. Some of the adaptations which may be requested in the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) are: extended time, audio cassette edition with regular-type copy, and a reader or a person to record answers. Tests are administered several times during the school year. The accommodations or adaptations in the testing procedures or environment must be requested well in advance of the anticipated test date. A Student Eligibility form must be submitted when requesting accommodations.

For additional information, contact a school counselor or visit the web sites listed below. You may also write or call:

American College Testing
Special Testing - 61
P.O. Box 4028
Iowa City, IA 52243-4028
319-337-1332 or 319-337-1701 (TDD)
www.act.org

Scholastic Aptitude Test
SAT Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226
609-771-7137
www.collegeboard.org/

References

HEATH Resource Center. (1999). *1999 College freshmen with disabilities: A biennial statistical profile.* Washington, DC: Author

HEATH Resource Center. (2000). *Creating options: A resource on financial aid for students with disabilities.* Washington, DC: Author

Learning Disabilities Association of America. (1995). *Secondary education and beyond: Providing opportunities for students with learning disabilities.* Pittsburgh, PA: Author

U.S. Department of Education. *The civil rights of students with hidden disabilities under Section 504 of the Rehabilitation Act of 1973.* Washington, DC

Resources

Martz, G., Magloire, K. & Silver, T. (1998). *Cracking the ACT*. New York: Random House

Pine, P. (1999). *Master the SAT and PSAT*. New York: Macmillan

Organizations

American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 212-502-7661 or 800-232-5463, 212-502-7662 (TDD), www.afb.org

American Speech - Language - Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 301-897-5700 or 800-638-8255, www.asha.org

Brain Injury Association, 105 N. Alfred St., Alexandria, VA 22314, 800-444-6443, www.biausa.org

HEATH Resource Center, National Clearinghouse on Postsecondary Education for Individuals with Disabilities, One Dupont Circle, NW, Ste. 800, Washington, DC 20036-1193, 202-939-9320 or 800-544-3284 (V/TT), www.heath-resource-center.org

InterAct Arizona, Arizona State University West, College of Education - 3151, 4701 W. Thunderbird Road, P.O. Box 37100, Phoenix, AZ 85069-7100, 877-225-1256 (toll free) or 602-543-3258
www.west.asu.edu/transitionaz

Learning Disabilities Association of America, 4156 Library Road, Pittsburgh, PA 15234, 412-341-1515 or 800-300-6710, www.LDAAmerica.org

Muscular Dystrophy Association of Southern Arizona, 2900 N. Swan Rd., #201, Tucson, AZ 85712, 520-795-3434, www.mdausa.org

United Cerebral Palsy Association, 1660 L St., NW, Ste. 700, Washington, D.C. 20036-5616, 202-776-0406 or 800-872-5827, www.ucpsa.org/

The following Arizona colleges and universities may be contacted regarding accommodations needed by students with disabilities. The school may request documentation of a student's disability before providing academic adjustments or auxiliary aids. Most of the colleges and universities offer services to students who have disabilities such as:

- blindness/visual impairments
- deafness/hearing impairments
- learning disabilities
- orthopedic or mobility impairments
- other medically related impairments
- traumatic brain injury

Some of the services, offered on an individualized basis, and which vary from campus to campus, are:

- academic advisement and planing
- campus adaptive transportation
- assistive technology
- campus orientation
- career and personal counseling
- information and referral
- mobility training
- needs assessment
- registration assistance
- sign-language interpreting
- test-taking accommodations
- tutoring
- volunteer note-taking
- vocational rehabilitation (RSA) liaison

Arizona Western College, Yuma
Special Needs Coordinator
520-317-6000, www.awc.cc.az.us/

Central Arizona College, Coolidge
Disabled Student Services
520-426-4409, www.cac.edu/

Cochise College, Douglas
V.I.P.
520-364-7943, 800-966-7943
www.cochise.org/

Coconino College, Flagstaff
800-350-7122, www.coco.cc.az.us/

Diné College, Tsaile
520-283-6321, www.ncc.cc.nm.us/

Eastern Arizona College, Thatcher
Disabled Student Services
800-367-8939, www.eac.cc.az.us/

Maricopa County Community College District, Tempe
Disabled Student Resources
480-731-8000
Includes Chandler/Gilbert, Estrella Mt., Gateway, Glendale, Maricopa Skill Center, Mesa, Paradise Valley, Phoenix College, Rio Salado, Scottsdale, and South Mountain Community Colleges.

Mohave Community College, Kingman
Success Center
520-757-0801, www.mohave.cc.az.us/
Includes the Kingman, Lake Havasu, Mohave Valley, and North Mohave Center campuses.

Northland Pioneer College, Holbrook
Disabled Resources
520-524-7450, www.northland.cc.az.us/
Includes Little Colorado, Heber, Kayenta, Keams Canyon, Painted Desert, Silver Creek, Springerville, St. Johns, Whiteriver, and White Mountain campuses.

Pima Community College, Tucson
Disabled Student Resources
520-206-4500, www.pcc.cc.az.us/
Includes the Community, Desert Vista, Downtown, East, and West campuses, and the Center for Training and Development.

Yavapai College, Prescott
Learning Center
520-776-2085, www.yavapai.cc.az.us/
Includes Prescott, Sedona, and Verde Valley campuses

<<<◇>>>

Arizona State University
Disability Resources for Students
Matthews Center, Rm. 143, 3202
Tempe, AZ 85287-3202
Includes Main, East and West campuses.
480-965-1234, www.asu.edu/

Grand Canyon University
Office of Student Life
3300 W. Camelback Rd.
Phoenix, AZ 85017-1097
602-589-2830, www.grand-canyon.edu/

Northern Arizona University
Disability Support Services
Bldg. 92, P.O. 5633
Flagstaff, AZ 86011-5633
520-523-8773, www.nau.edu/

University of Arizona
1540 E. Second St., P.O. Box 210064
Center for Disability Related Resources (CeDRR)
Tucson, AZ 85721-0064
520-621-3268, www.arizona.edu/

University of Phoenix
Student Services
4615 E. Elwood St., Phoenix, AZ 85040
800-776-4867, 480-557-2107
www.phoenix.edu/

Director of Operations
5099 E. Grant Rd. Tucson AZ 85712
800-228-7240, www.phoenix.edu

<<<◇>>>

This brochure, originally developed by Alice Dance and Shirley Hilts-Scott, in January 1996, was rrevised in August 2000, by Shirley Hilts-Scott, Contract No. F8-0017-003, and Karen Santa Maria, Contract No. F8-0017-001, with funding from the Arizona Department of Education, under a grant from the U.S. Department of Education. Inclusion in this document does not constitute endorsement by either department. The document is in the public domain and may be freely reproduced and disseminated. in its entirety. a2:exploopt.wpd Rev. 8/2000 SE04

BEST COPY AVAILABLE

Parent Information Network

Beyond High School

Exploring Military Options for Students with Disabilities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Parent Information Network
Arizona Department of Education
Exceptional Student Services
July 2001

Beyond High School:
Military Options for Students with Disabilities

With the acceptance of the ADA (Americans with Disabilities Act) more opportunities have opened up for students after they graduate.

Many individuals with disabilities either currently work for, or have worked for the U.S. Military in one branch or another, as part of the ***civilian workforce***. Opportunities are available for students with disabilities going in as ***enlisted*** or as a ***commissioned*** officer as well. The differences between these three areas, and the ***ROTC*** programs will be discussed in this brochure.

Amazing accomplishments have been made by some of our more prominent American Military leaders that had Attention Deficit Disorder and/or Learning Disabilities:

- General Westmoreland served as Superintendent of West Point, commander of U.S. military advisers in South Vietnam, and U.S. Army Chief of Staff.
- General George S. Patton served as commander of the U.S. 7th Army, and redeveloped the United State's 3rd Army.
- President John F. Kennedy served as a Lieutenant in the U.S. Navy, a U.S. Congressman, a U.S. Senator, and the 35th President of the United States.

The United States Military in it's active form requires that all enlisted and commissioned personnel be on **active duty**. This means one must be physically, emotionally, and psychologically ready at a moment's notice to serve the U.S. in active duty (ready to go to war).

Enlisted vs. Commissioned

As an ***enlisted*** man/woman one enters into the military without a college degree. An enlistee is able to work himself up the ladder with a lot of hard work. One can reach the rank of Master

Sergeant without obtaining a college degree. The military will allow one to obtain a degree after you enter, but this is a much more difficult task. You would be working on active duty while you take university courses.

A ***commissioned*** officer means one enters the military after getting a college degree. A college student going into the service after obtaining their degree will go through boot camp, then through officer's training school. There are programs that provide officer's training and/or military scholarships to those interested in entering the armed forces after college.

University Military Programs

The U.S. Air Force Volunteer Auxiliary, Civil Air Patrol (CAP) is a humanitarian and educational nonprofit organization which serves... via three Congressionally chartered missions: Aerospace Education, Cadet Programs, and Emergency Services. CAP serves as a subsidiary of the United States Air Force and provides help to this branch of the military through its three missions. (AZ. Wing, Civil Air Patrol, 2000)

The CAP Cadet program provides one with the opportunity to develop leadership skills through the love of aviation. The cadet program is credited for instilling personal integrity, self-discipline, and trust in it's cadets. Cadets compete annually for special CAP admission into the U.S. Air Force Academy Preparatory School. Military officer mentoring and guidance helps to inspire and encourage cadets who are interested in aviation industry or military careers. *There is no high school or college credit for participating in CAP.* CAP cadets can compete for scholarships to help further their education.

ROTC stands for **R**ecruit **O**fficer **T**raining **C**orps. Unlike the CAP program, the ROTC has units serving all the U.S. Armed Forces, (Army, Navy, Air Force, Marine), and one does obtain high school and college credit. The JROTC offers programs to high school students who are interested in the military. Students attend one class of JROTC training per day. They also have one day a week that is for physical training, also called PT. The way the students move up through the ranks of the cadets is by their PFT scores (Physical Fitness Test), leadership qualities and their overall academics.

Those that are interested in continuing the ROTC program after high school may attend a university in Arizona or around the country that offers ROTC. Those that offer ROTC in Arizona are ASU, UofA, NAU and Embry Riddle Aeronautical University.

Students with disabilities may enter the ROTC programs as long as they can physically keep up with the class. Unlike the JROTC in high school, the ROTC program is only one class a week. If they can meet the physical requirements for entry into the program and can handle the ROTC class academically without assistance, they can enter the program. Note* *ROTC classes can be taken without entering the program if space is available. Also the ROTC program is competitive.* (Competitive means one has to compete against other students for the position and/or scholarship.)

Students may enter the program on ROTC scholarships (competitive), self pay, or on other types of competitive scholarships. During the freshman and sophomore years in college, cadets are in the program on a "non-commitment" status. Once a cadet enters his Junior year (3rd yr.), he must sign up for military service if he is to continue in the ROTC program. To be eligible for active duty, students must be able to pass the physical examination, and have appropriate scores on their aptitude test (ASVAB) and SATs or ACTs. (Average SAT score for ROTC scholarships is 1200.)

At the college/university level, students with disabilities will receive any necessary accommodations during all *regular core classes.*

BEST COPY AVAILABLE

Due to the fact the ROTC programs are for military preparedness, they do not provide for ADA compliance for ROTC classes. All students must be able to handle the ROTC academic components by themselves. Keep in mind, this is only one class a week, plus the physical fitness training. For example, a student with learning disabilities might be able to do the ROTC class without outside help and pass all the physical fitness portion. Then he may need lots of help with the English and Math requirements for graduation. For those courses, he could obtain accommodation services through the Disabilities Compliance Office on campus.

Those students who are worried about taking college classes but are still interested in the military can take advantage of the enlisted segment of the armed forces. Students can enter the military and be trained for jobs using hands-on methods. Avoiding the typical core classes that scare many of our students away from getting a degree. The enlisties attend trainings that are job specific which do not involve things like math, English, foreign languages, etc., that are needed for a degree. Once again, the student must have the appropriate scores on the entrance exams and physical fitness tests to enter the military.

The National Guard (NG) is great for those who wish to stay closer to home. These men/women serve two days a month and two weeks per year for four years. They are able to work at a regular full-time job outside the military if they wish. The NG is utilized in many different ways around the nation; as a emergency assistance in times of disaster, and in active duty along side the other branches of service as needed around the world.

The Civilian Workforce

The Army, Navy, Air Force and Marines all have a civilian workforce. These are civilians who work on the bases in everything from barbershops and bowling alleys, to engineering and consultant work. They also make up a large amount of the work force in companies like McDonald Douglas and Raytheon that have government contracts. As civilian military personnel, ADA compliance procedures are administered. In this work force there are individuals with physical, hearing and visual impairments, just to name a few.

A federal mandate states that all U.S. Military bases must have 10% of their civilian work force made up of those with disabilities. The U.S. Navy proudly boasts that they have been ranked #5 in the nation of employers of individuals with disabilities, this includes the private sector corporations. They currently have over 250,000 individuals with disabilities employed in their civilian work force. According to the U.S. Navy's Office of Employees, Disability/ADA Compliance Office, another 100,000 individuals with disabilities are to be hired by the civilian work forces throughout all the branches of the U. S. Military, by ruling of President Clinton. Of that 100,000, the Navy has committed to hiring 65,000.

Dispelling Myths

Any student who has taken Ritalin or other such mind altering drugs is automatically disqualified. **FALSE:** *In this case it is determined 100% on an individual basis. (When it was taken and how long the child was on the medication is a factor.)*

Students who have been labeled as Learning Disabled or Attention Deficit Disorder may still go into the military on active duty if they pass all entrance exams and physical fitness requirements? **TRUE:** *Once again it will depend on the medications the student has taken, when taken, and the duration of medication taken,* if any.

If my son had Asthma as a child he cannot join the military. **TRUE for Marines/Navy and Army:** *According to Sargent William Morrow, AZ. National Guard, "Asthma at this time is a permanent disqualification to get into any military service". "On extremely rare occasions*

BEST COPY AVAILABLE

a medical waiver might be given if it can be proven that there are no more problems beyond a shadow of a doubt, like able to handle sports in school without using an inhaler". **FALSE for Air Force:** *According to Captain Dustin Evancho, ASU Air Force ROTC, "As of Aug.31, 2000, waivers are considered for Air Force ROTC applicants with prior history of mild childhood Asthma. Waivers are granted for applicants with no history of Asthma since 12 years of age."*

To Contact Your Preferred Branch

US Air Force Recruitment Center, 602-833-1215
Arizona Office, www.airforce.com

US Marine Recruitment Center
1-800-MARINES
www.marines.com520-621-1609

Arizona Naval Recruitment Center
1-800-USA-NAVY, www.navy.com

US Army Recruiting Office, 1-800-USA-ARMY
www.army.mil

Air National Guard, 1-800-TO-GO-ANG
www.ngb.dtic.mil

Army National Guard, 1-800-GO-GUARD
www.ngb.dtic.mil

Arizona Wing, Civil Air Patrol, 602-392-7503
www.cap.sedona.net/index

US Coast Guard, 1-800-GET-USCG
www.uscg.mil

Developed by PIN Specialist Tina Swearingen, Contract # ED00-0013, with funding from the Arizona Department of Education, under a grant from the U.S. Department of Education. This guide does not constitute endorsement by the Arizona Department of Education or the U.S. Department of Education. This guide is in the public domain and may be freely reproduced. The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping condition. Rev. 7/01

BEST COPY AVAILABLE

Arizona Universities Military Programs

University of Arizona
University's homepage: www.arizona.edu
Army ROTC
E-mail: armyrotc@email.arizona.edu
Air Force ROTC, 520-621-3521
www.afrotc.arizona.edu/main
Navy/Marine ROTC, 520-621-1281
www.w3fp.arizona.edu/nrotc

Northern Arizona University
University's homepage: www.nau.edu
Army ROTC, E-mail: army.rotc@nau.edu
Air Force ROTC, 928-523-5371
E-mail: scott.leforce@nau.edu
Navy ROTC, E-mail: scott.leforce@nau.edu

Arizona State University
University's homepage: www.asu.edu
Air Force ROTC, 480-965-3181
E-mail: dustin.evancho@asu.edu
Army ROTC, 1-800-858-7682
Navy/Marine ROTC
E-mail: tim.fischer@asu.edu

Embry Riddle Aeronautical University
University's homepage: www.pr.erau.edu
Air Force ROTC and Civil Air Patrol
E-mail (admissions): admit@pr.erau.edu
928-708-3728 or 800-888-3728

⇨ **Special Appreciation goes to the following for their contributions to this guide:**
Casa Grande Union High School Jr. ROTC (Marine), UofA Navy ROTC, ASU Air Force ROTC, US Army Recruiting, US Coast Guard, US Naval Department of Deputy Assistant to Military Personnel (Disability/ ADA Compliance Office), Arizona Army National Guard, and the Arizona Wing Civil Air Patrol.

TR03

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").